

# Bentley Park College

## Queensland State School Reporting

### 2013 School Annual Report



ASPIRE - LEARN - ACHIEVE

Postal address	PO Box 289 Edmonton 4869
Phone	(07) 4040 8111
Fax	(07) 4040 8100
Email	the.principal@bentleyparkcollege.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	

## Principal's foreword

### Introduction

This report reviews the progress of Bentley Park College on its improvement journey. It also provides statistical information across a range of areas including Opinion surveys, staffing, finance and student outcomes.

### School progress towards its goals in 2013

Significant 2013 Successes Include;

- A school wide Pedagogical Framework has been developed and aspects of it actioned. Whole of College review of the Framework in SFD 2014.
- Instructional Leadership p-12 focussed on comprehensive coaching and supervision. Teachers implementing the explicit teaching model at proficient and above (p-6, 80%) (7-12, 54%)
- In depth review of NAPLAN results to develop consolidation activities across the college in Literacy and Numeracy.
- Improvement in NAPLAN results across the College.
- Positive final scan of implementation of Next Steps.
- Implementation of SWPBS to Tier 2 preparation.
- The progress of our Indigenous student leaders.
- The success of our community breakfasts, Cultural day and NAIDOC Week activities.
- Implementation of SLT across the College.
- The completion of PLPs for all students p-12.
- Improved A-E results in English Maths and Science.
- The commencement of the development of our MSSWD plan with a focus on accessing the curriculum.

# Queensland State School Reporting 2013 School Annual Report



## Future outlook

Significant Future Challenges include;

- Alignment across the College will continue to be a challenge.
- Reviewing our organisational structure
- Embedding explicit teaching particularly 7-12.
- Developing and implementing a comprehensive reading program in Junior secondary.
- Student engagement (attendance, behaviour, participation).
- Refining our processes around senior pathways.
- Engaging Parents and caregivers with their children's learning.
- Ensuring that the curriculum offerings are of a high standard.
- Embedding the use of consolidation.
- Planning for Junior Secondary

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1655	769	886	87%
2012	1568	744	824	90%
2013	1516	705	811	86%

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body:

Our student body consists of a diverse range of students with a mix of aspirations. Our student body is representative of 22 different cultural backgrounds. 27% of our students identify as being Aboriginal or Torres Strait Islander, with a further 6.36% of our students from a Pacifica background. Whilst students come from a range of socio economic backgrounds, the School's ICSEA Index of 805 puts it in the 8<sup>th</sup> percentile which is a relatively high level of disadvantage overall. Our enrolment continuity has shown some improvement although there is still mobility between schools in the southern corridor and remote communities. Many of our families have students in both the p-6 and 7-12 sectors of our school.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	25	25	23
Year 7 Secondary – Year 10	24	24	24
Year 11 – Year 12	19	17	18

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	377	256	293
Long Suspensions - 6 to 20 days	93	63	85
Exclusions	19	6	9
Cancellations of Enrolment	22	12	37

## Curriculum offerings

### Our distinctive curriculum offerings

BPC offers a differentiated curriculum with a blend of academic, cultural, sport and vocational pathways. The College has a range of distinctive and specialist programs, including Rugby League, Netball, Music and ICT. Engagement in these programs is complimented by students' involvement in curriculum subjects that include Rugby League, Netball, Instrumental Music and Music Extension, CISCO CCNA and Cert 4 in Interactive Digital Media. The College is a Microsoft IT Academy school.

The College has links with community organisations, such as the Northern Pride Rugby League Club, James Cook University, the Beacon Foundation and the Cairns Early Years Centre that enhance the experience of students in *Excellence Programs* and curriculum classes.

At BPC Yr 7 students are in their first year of high school. Students in Year 7 have a blend of core and elective teachers and engage in a range of subjects from the Arts and Technology throughout the year in addition to their core studies in English, Maths, Science, History, Geography and HPE.

The College has a fully equipped automotive workshop, the only one of its kind in the southern cluster of Cairns. The workshop is used by senior students engaging in Certificate I in Automotive.

The College has a product partnership with My Other Mum Training that enables students studying Early Childhood to complete a Certificate III in childcare. .

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### Extra curricula activities

Students at BPC engage in a wide variety of extra curricula activities, competitions and clubs that develop and extend on their curriculum experience in Sport, The Arts, Business and ICT, Mathematics, English, Science, Social Sciences, Music, Leadership and creative writing. BPC students are regular contributors to the Post Ed section of the Cairns Post with BPC students winning Senior Reporter of the Year in 2013. The College Band and Jazz Ensembles are often called upon to perform at community events including the annual Edmonton ANZAC Day Ceremony. Student leadership and service are highly regarded at the College with positions for Junior (Yr 7-9) and Senior (Yr10-12) leaders in addition to student involvement in the Indigenous Leaders of Tomorrow and Indigenous Leaders of the Future programs. These students operate a daily Breakfast Club providing a healthy breakfast before school for their peers. Students are invited to participate in afterschool and lunch time tutoring with teaching staff.

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### How Information and Communication Technologies are used to assist learning

We **ASPIRE** to create rich, real and relevant eLearning @ BPC where every student can **LEARN** through use of digital technologies, pedagogy and content to **ACHIEVE** results in our eLearning spaces.

Every teacher is accountable for the use of digital technologies in the teaching and learning of students. In order to support teaching staff to meet their accountability Bentley Park College supports the teachers in using and developing their digital pedagogy through accessibility to technology and professional development programs.

The accessibility criterion has been met by implementing a strategy for creating access to technology rich learning throughout the college. A one-to-one computer-students model has been implemented by which every student in years 9 to 12 have access to computers either by being enrolled in a laptop programme or through accessing technology in one of 8 computer labs in the 7-12 section of the college. Two new labs have been set up in the P-6 section of the school and a "laptops in trolleys"-programme is being implemented in years 3 – 6 through which each class will have access to a set of laptops to be used by a group of students exercising specific skills through technology. A similar programme is being implemented in year 9 foundation classes for Maths, English, SOSE and Science. The college has provided a number of other technological devices to further support eLearning such as iPads, digital cameras, microphones, sound-players and other multimedia devices. Through accessibility and well developed digital pedagogies every student experiences eLearning every single day as a part of their schooling.

The eLearning of the students is developed through the use of professional software (such as MS Office, Adobe CS5, Autodesk 3DS Max, Revit, Inventor and Autocad etc.) and online tools (Mathletics, Reading Eggs, Learning Place etc.) that gives the students authentic learning opportunities that develops their ICT technical skills as well as their ethical awareness of the benefits and dangers of cyberspace. It prepares the students for long-life learning with technology. The college currently offers unique eLearning opportunities for students in years 10 -12: Certificate IV in Interactive Digital Media qualifying the students for a job in graphical design, web design or animation; Cisco IT Essential and Cisco CCNA qualifying students for a job as technical IT supporters or network associates; Create and Tech Express through which parent funded devices give students access to technology (iPods or laptops) every day resulting in students winning several state, national and international online mathematical competitions.

The teachers' digital pedagogies are continually developed through online training (Learning Place etc.) and "in-house"-training on SFD as well as through a coaching model by which the HOD ICT supports teachers in planning, developing and evaluating eLearning experiences for the students. As an example of this work one teacher is now trialling a system by which all students in the class

collaborates using individual mice connected to the same computer.

The student achievements and learning experiences is further supported at Bentley Park College through information technologies (some developed by college staff) that are used for monitoring student progress and attendance so the early intervention can happen to support students at risk of under achieving. A total online staff support solution has been developed so that all staff members can access most vital information online whether being at school or at home.

## Social climate

**School-wide Positive Behaviour Support underpins classroom and non-classroom standards and expectations. The explicit teaching of these expectations and reward systems are structured around our core values of Respect, Responsibility, Safety and Learning.**

Support programs offered in p-6 include You Can Do It, Responsible Thinking Room and Gold Achievers parades.

Support programs on offer in the 7 – 12 section of the college include Sensability, SHINE, Anger Replacement Therapy, ASPIRE and Junior boys and Girls programs.

Strategies that are used in response to bullying include; counselling and mediations by the Guidance Officer/ School based youth health nurse, School Chaplain, parent/teacher/student meetings as well as proactive strategies such as organised year level lunch time activities and guest speakers/organisations presenting anti-bullying workshops.

Student social and emotional well- being is prioritised by strong links with support providers such as Centacare, Flexible Learning Centre, School Based Health Nurse, School Chaplain, Guidance Officer Engagement Officer, Responsible Behaviour Officer and the Community Education Counsellor.

Recognition of cultural diversity is exemplified by the hosting of a “cultural” day at the College featuring Indigenous dancers and the Polynesian Dance and Percussion Group.

## Parent, student and staff satisfaction with the school

Overall the levels of parent student and staff satisfaction in most categories has shown a significant improvement from 2012 to 2013.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	70%	67%
this is a good school (S2035)	67%	56%
their child likes being at this school* (S2001)	70%	89%
their child feels safe at this school* (S2002)	70%	75%
their child's learning needs are being met at this school* (S2003)	70%	78%
their child is making good progress at this school* (S2004)	50%	78%
teachers at this school expect their child to do his or her best* (S2005)	78%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	60%	67%
teachers at this school motivate their child to learn* (S2007)	40%	78%
teachers at this school treat students fairly* (S2008)	38%	78%

## Our school at a glance

they can talk to their child's teachers about their concerns* (S2009)	67%	89%
this school works with them to support their child's learning* (S2010)	60%	78%
this school takes parents' opinions seriously* (S2011)	38%	67%
student behaviour is well managed at this school* (S2012)	25%	33%
this school looks for ways to improve* (S2013)	56%	78%
this school is well maintained* (S2014)	78%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	81%	94%
they like being at their school* (S2036)	84%	88%
they feel safe at their school* (S2037)	82%	84%
their teachers motivate them to learn* (S2038)	84%	94%
their teachers expect them to do their best* (S2039)	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%
teachers treat students fairly at their school* (S2041)	82%	89%
they can talk to their teachers about their concerns* (S2042)	63%	91%
their school takes students' opinions seriously* (S2043)	69%	84%
student behaviour is well managed at their school* (S2044)	59%	78%
their school looks for ways to improve* (S2045)	87%	94%
their school is well maintained* (S2046)	79%	95%
their school gives them opportunities to do interesting things* (S2047)	79%	95%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	85%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	70%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	70%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	85%

their school gives them opportunities to do interesting things (S2079)

77%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The levels of parent participation varies across different sectors of the College. In the p-6 sector parents regularly attend assemblies and special events. Parents are also active in assisting in classrooms, particularly with reading. Parent teacher interviews are also well attended. Our Indigenous Liaison Officers maintain regular contact with parents. Parent involvement in the 7-12 sector is much more spasmodic. Specialist programs such as Rugby League and Netball attract good numbers of parents when students are involved in matches. Our community breakfasts held once a semester attracted an increasing number of parents. The development of Personalised Learning Plans for every student p-12 has also increased parent involvement in their children's learning.

## Reducing the school's environmental footprint

Over the past year, Bentley Park College has continued to strive toward reducing our environmental foot print by employing a number of different strategies. The College has spent a considerable amount of its own funds to upgrade and modernise lighting and electrical systems to reduce energy consumption. We have replaced over 70% of external walkway and security fluorescent lights with ultra low consumption LED lights, and are working toward 100% by the end of the 2014/15 financial year. Fluorescent tubes in the Sports Stadium and some office areas have also been replaced with LED tubes, further reducing energy consumption. Into the future, as they reach the end of their life, we are striving to replace all fluorescent tubes across the whole College with LED tubes. We have also made adjustments to the programming of the computerised Building Management System (BMS) in an effort to reduce energy consumption for the operation and running of air conditioning and hot water systems. All classroom air conditioners have been reprogrammed to be unavailable for operation during break times, which over the entire College, saves approximately 120 hours per day. Timers on classroom air conditioners have also been set at 120 minutes, to eliminate the unnecessary cooling of unoccupied areas during the day. Hot water systems connected to the BMS have been programmed to turn off during weekends, and are manually disabled during school holidays.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,341,863	18,998
2011-2012	1,339,564	14,823
2012-2013	1,180,452	16,461

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



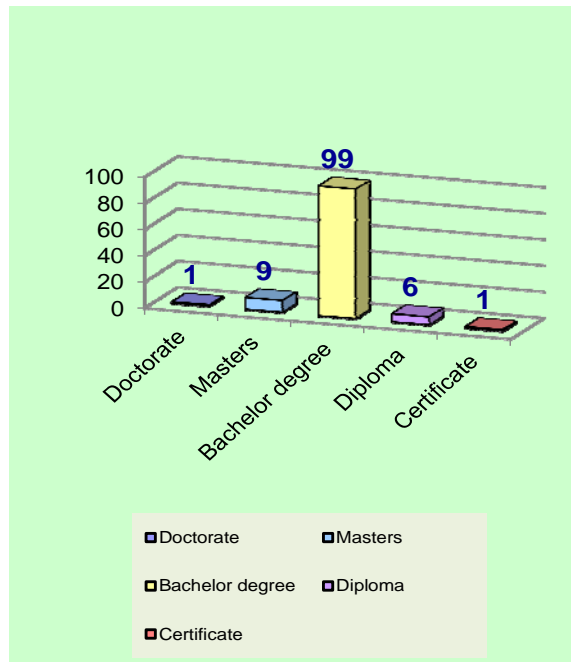
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	116	70	6
Full-time equivalents	110	50	6

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Bachelor degree	99
Diploma	6
Certificate	1



# Our staff profile

\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificat

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 53476

The major professional development initiatives are as follows:

A wide range of professional development activities were undertaken in 2013.

These activities related to:

- Administrative PD – finance, Hr
- Vet Qualifications for teachers
- Qld Studies Authority
- Systems leadership
- Explicit Teaching
- Ipads for SWD
- Copyright Training
- Leadership PD
- Overseas Study Tour

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

# Our staff profile

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	87%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

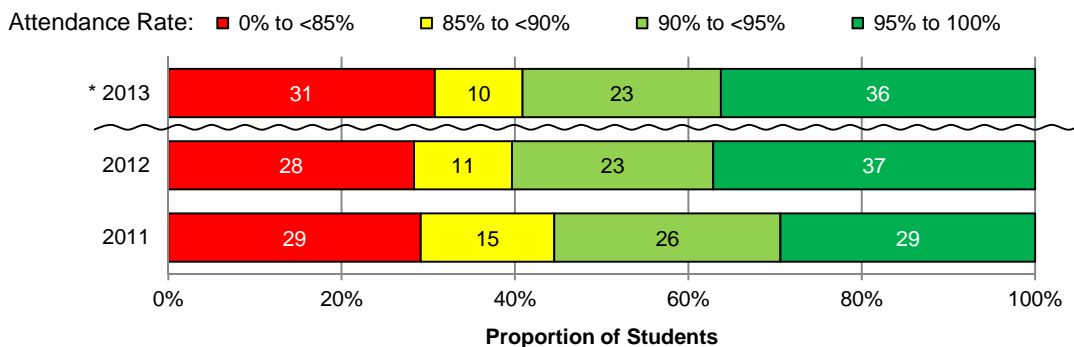
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	89%	93%	90%	91%	91%	89%	86%	85%	82%	81%	83%
2012	89%	89%	92%	93%	88%	91%	89%	90%	85%	85%	83%	85%
2013	89%	89%	90%	91%	94%	93%	89%	86%	87%	80%	82%	85%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

## Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

- All rolls were marked electronically by teaching staff for each lesson of the day
- Parents/Carers of absent students are notified by SMS of the absence
- School Attendance Officer phones parents/carers of students who have been absent 2 or more days to seek clarification of non-attendance and encourage students to return to school
- Non-Attendance letters are posted to families every fortnight requesting reasons for absences
- School Attendance Officer identifies non-attenders and refers to Student Support Services for Case Management
- Reports on student attendance by year level are provided to staff once a week

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and an orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

In 2013, Bentley Park College achieved smaller "gaps" in indigenous NAPLAN outcomes compared to Far North Queensland Targets in all year levels for Reading and in Year 5 Numeracy.

## Performance of our students

The NAPLAN MSS for indigenous students in all year levels (3,5,7 and 9) in Reading and Numeracy were statistically similar to national indigenous MSS in 2013.

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	70%	79%

<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	127	114	135
Number of students awarded a Queensland Certificate Individual Achievement.	3	1	2
Number of students receiving an Overall Position (OP).	48	33	52
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	10	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	116	110	121
Number of students awarded an Australian Qualification Framework Certificate II or above.	34	31	44
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60	62	96
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	54%	52%	58%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	91%	96%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	95%	89%

As at 5 May 2014. The above values exclude VISA students.

### Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	3	12	11	18	4
2012	1	8	8	13	3
2013	5	9	16	17	5

As at 5 May 2014. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

# Performance of our students

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	115	30	6
2012	110	30	4
2013	117	34	14

As at 5 May 2014. The above values exclude VISA students.

## Certificate I courses undertaken at BPC in 2013

**Certificate I in Construction CPC10111**– This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

**Certificate 1 in Engineering MEM10105** - Studying this course will give you the opportunity to gain the basic skills and knowledge necessary to increase your chances of employment in the Engineering trades. For those going onto further study, this course will provide you with a sound base for entry into the Certificate II in Engineering.

**Certificate I in Automotive AUR10105**- This course is designed for beginners who would like to learn how a motor vehicle works. It is also appropriate for people looking to pursue a career in the Automotive Industry as it provides students with practical skills and knowledge used in the automotive mechanical trade. It provides a working knowledge of safety requirements, theory and use of hand tools and equipment and the production of power for motor vehicles.

**Certificate I in Furnishing LMF10108** - This qualification describes the skills and knowledge required to perform basic furnishing industry tasks used in a range of industry job roles involving given routines and procedures and limited accountability for the quality of outcomes. This qualification reflects vocational outcomes for those performing operational duties in a furnishing enterprise supporting others.

**Certificate 1 in Manufacturing MSA10107** - Manufacturing is a practical, project-oriented course, intended to develop skills that have direct application to a technical or industrial field and that help students meet the changing demands of society. Manufacturing helps students develop understanding of industrial technologies and their application to industry and enhances their capacity to cope with, and contribute to life in, a technological society. It enables students to use their creativity and derive satisfaction from working with materials, tools and machines while they gain the skills they need to prepare them for future employment in this sector of Australian industry, as well as for recreation and leisure.

**Certificate1 in Information Digital Media and Technology ICA10111** - This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early leavers information

## Performance of our students

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The College communicates with parents prior to and at the time students depart the College. The transient nature of the population in the catchment area leads to a significant number of students departing the College during Years 10, 11 and prior to completing Year 12, approximately 31% of students in this phase that left the College in 2013 did not formally advise the College of their exit and all attempts by the College to contact parents and carers failed.